

*A Handbook for Professional Learning:
Research, Resources, and Strategies for Implementation*
Professional Learning Team Cycle Planning Guide

This is a sample of how a group of middle-school teachers might plan a Professional Learning Cycle. The teachers began by identifying a shared professional goal. They then identified new strategies, tried them out, observed each other and reflected on the strategies' impact on student learning. All goals and benchmarks were created together by the team at the cycle's start; the practices and evidence in italics were the next steps added by one teacher as the cycle progressed.

Professional Learning Team (PL Team)	Professional Learning Cycle Goals:				Mid-Cycle Formative Benchmarks:					
	<ul style="list-style-type: none"> Identify and use strategies to enhance questioning and discussion techniques and promote student thinking Strengthen the use of questioning and discussion techniques to deepen student understanding of the important concepts of the discipline and lead to students taking ownership of the discussion 				End of Cycle Summative Benchmarks:					
					<ul style="list-style-type: none"> Teachers will incorporate new text dependent questions and discussion techniques into lessons. Teachers will facilitate the learning from this module with other teachers on their grade teams. Students will use the new techniques to explore text dependent questions in their student-to-student discussions. 					
	Session 1:		Session 2:		Session 3:		Session 4:		Session 5:	
	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice
	Analyze the criteria for high-quality text dependent (T.D.) questions	<i>Analyze planned questions to determine text dependency; plan T.D. questions</i>	Identify different discussion techniques that allow students to explore text dependent questions	<i>Integrate 1-2 new questioning techniques, including Socratic Seminar</i>	Analyze student responses to text dependent questions	<i>Plan potential responses to fully correct, partially correct, and incorrect answers</i>	Engage in inter-visitiation to observe questioning and discussion techniques in a colleague's classroom	<i>Try out a practice observed in my colleague's classroom</i>	Reflect on learning and set goals for upcoming weeks of next cycle	<i>Facilitate a PL with my grade team on text dependent discussions</i>
		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:
		Teacher: <i>5 text dependent questions used with students</i>		Teacher: <i>Lesson plan used to intro Socratic Seminar</i>		Teacher: <i>Planned responses</i>		Teacher: <i>My planning documents using the new technique</i>		Teacher: <i>Professional learning plan to use with my team</i>
		Student: <i>Their written responses to questions or notes of their verbal responses</i>		Student: <i>Notes from Socratic Seminar discussions</i>		Student: <i>Actual student answers to the planned questions</i>		Student: <i>Notes from the students' discussion</i>		Student: <i>N/A</i>